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ABSTRACT

Project EVOLVE is the last phase of a three-phase special Adult Basic Education (ABE) project, which provided cottage-homeliving and off-campus living experiences for approximately 60 students aged 16-26 who had the relatively greatest potential to succeed in the community. Project EVOLVE refined and disseminated materials and methods for use with other institutionalized as well as noninstitutionalized adults. The report gives an overview of the project with one-to-three page detailed descriptions of its various components: the ABE student; the token economy system; the cottage program; the academic program; the homeliving program; and the prevocational training program. The report also describes in detail the Higginsville State School and Hospital Behavioral Scale used to assess the behavior skills of ABE students before and during the program. In assessing the impact of the project on the project site, the report favorably cites: the development of a criterion referenced test to accompany the curriculum packages; the establishment of a line of communication between teachers and administrators; the formation of a resource team to assist the staff; and the designation of program coordinators for each of the various program areas. Six pages of related appendixes are included. (JR)

ED105270

REPORT OF THE HIGGINSVILLE ADULT BASIC EDUCATION PROJECT FOR RETARDED YOUNG ADULTS

P R O J E C T E V O L V E

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CHAPTER I

OVERVIEW OF THE ADULT BASIC EDUCATION PROGRAM

Project EVOLVE was the third phase of a three-stage special Adult Basic Education Project funded at the Higginsville State School and Hospital in Higginsville, Missouri.

The initial phase, Project Assimilation, which began in 1971, was designed to develop and demonstrate effective basic academic, social and vocational skills considered necessary for successful integration of retarded young adults into non-institutional community settings. Phase II refined these methods and developed materials and procedures, to further implement effective experiences which would allow successful community placement. Phase III, Project EVOLVE, was the final stage of the project which refined and disseminated materials and methods for use with other institutionalized, as well as, non-institutionalized adults.

Project EVOLVE, or the Adult Basic Education (ABE) Program, served only those students who had the greatest potential to succeed in the community. The major components of the program: actual homeliving in the cottage-and pre-vocational and social adjustment to live in the off-campus community.

Approximately 60 students between the ages of 16-26 were enrolled in the program. A professional and para-professional staff worked with the ABE students. (See Appendix A)

In all settings, instruction was individualized and student's behavior was managed consistently with accepted

principals of behavior management. Participants progressed through distinct areas of the program, beginning with instruction in basic educational skills of reading, time and money, and on-campus social and vocational adjustment training, and finally an off-campus vocational and living program. The ABE staff met weekly to discuss and coordinate student programs and activities.

The educational program was based on a modified engineered classroom originally designed by Dr. Frank M. Hewett. The Higginsville State School and Hospital Behavioral Scale was used by the staff to assess the behavior skills of ABE students before and during the program. Screening instruments used to initially identify students acceptable for the program included the Higginsville Behavioral Scale, Wide Range Achievement Test, and the Vineland Social Maturity Scale. Other behavior management systems used in both academic and cottage life were the token economy and pass-level systems.

The final goal of the ABE program was realized when the student was successfully placed in the outside community.

ABE Student

The student who participated in the ABE Program represented three major geographic-economic areas. The program was structured to meet the individual needs of these different types of students. The characteristics of each type were considered when developing their individualized programs.

The first type came from a rural area, had no real behavior problems, and was well integrated into the family setting. Although the family had a desire to help, they had little knowledge or expertise and no community resources were available to assist them.

The second type also came from a rural area, but exhibited problem behavior patterns. The family, again, had little experience, a low income, and no resources to help cope with the situation.

The last type came from the inner-city, or a low economic area, and his family and school were unable to structure his environment enough to control him. Either, the family voluntarily removed the child from the home, or if it came to the court's attention, the court removed him.

As the staff developed materials and methods, each individual was considered as to what would fulfill his needs to assist him in growing toward community placement.

Token Economy System

The token economy system was an approach used to motivate students in the ABE program. The value of the token was five cents and the paper bill used was one dollar. Through posted lists of prices for rewards and fines, the student learned to transfer tokens into the value of real money. As well, the structure of the system, taught the student to manage and budget his money.

The classrooms used a point card which had 100 possible spaces for marks. Points were awarded for completed assignments and when the cards were filled they were exchanged by the student for tokens. The system reinforced appropriate behavior, not only in the classroom, but also in the cottage living unit.

On the cottage the system was used to simulate realistic budgeting by providing a means of earning and spending tokens. The student earned tokens through appropriate social behaviors and fulfillment of assigned responsibilities and then spent them for privileges and activities. For those students who had difficulty learning to manage their money, a welfare system existed. On welfare, their privileges and activities were restricted until they were able to accumulate enough tokens to cover their expenses.

Thus, the token economy system not only provided motivation for the students to improve their skills and behaviors, but also provided a means of communication among the staff to implement the individualization of the programs.

The Cottage Program

The Cottage Program was the most important facet of the ABE student's training. It was in this area that his experience from the homeliving and academic classrooms and vocational education came together to form a good foundation for learning to develop and maintain interpersonal relationships. The Cottage Program provided experience in grooming, management of tokens and time, housekeeping, cooperating in groups, making decisions, and leisure time activities. The token economy and pass level systems were used to motivate the student to his highest level of development.

The students were given an opportunity to make decisions and to govern their activities according to the way they behaved through a pass level system. Individual daily recordings of each individual's behavior were made in relationship to the system's criteria and specifications. Status and reward for each individual were contingent upon displaying certain responsible behaviors, while failure to engage in acceptable behavior led to a diminution in status and loss of certain privileges.

As a student showed an increasing ability to make mature, adult decisions, he was given more privileges and freedom. Not all of the ABE students could handle the same responsibilities and privileges equally well. Therefore, different levels of passes were used. When a student knew in advance what behaviors would help him attain certain privileges, he had a goal to work toward and a reason to achieve. The pass

level system was an important element in the student's program. It provided motivation and assisted the student in becoming aware of desirable behaviors both in the institution and community setting.

General Pass Information

1. Regardless of pass level status, students earned and paid tokens on the cottage.
2. Student DID NOT receive tokens for duties performed as a part of a court sentence unless otherwise specified in the court sentences.
3. Regardless of pass level status, students had the right to attend church, doctor appointments, or other emergency appointments to which he may be called.
4. Students on a NO LEVEL pass status remained on the cottage except in emergency situations, such as a death in the family or other family emergencies.
5. When a student misplaced his pass, he dropped one pass level until he found the pass that he misplaced. If not found, he proceeded from that level.
6. When a student deliberately tore up a pass, he dropped one pass level. (See Appendix B)

The token economy system was the second integral part of the reward system. Students were able to earn tokens through appropriate behaviors and could spend them on privileges and activities which were consistent with the cottage procedures. As behaviors reached a level of competency, they were no longer reinforced and new behaviors which needed

improvement were added.

A simulated bank was open twice daily for students to deposit or withdraw tokens as they needed to do so. Tokens were exchanged for real money if the pay telephone or pop machine were used. Students, who returned from home with money, turned it in to be deposited in their banking account. All money they did not earn had to be spent off the grounds so that the token economy system would not be inflated.

The staff played a relevant role in the cottage program. The cottage supervisor, with assistance from the program director, was responsible for coordinating the program and directing staff toward the goal of placing the students in the community. Communication among the staff for all areas was strongly stressed, therefore, team and bi-weekly meetings were held to discuss innovations, refinements of present program procedures, and student progress.

The program emphasized normalization of life style. The student needed to experience the dignity of risk with the opportunity to make decisions under guidance before placement. This was implemented by providing as normal an environment as possible for the student.

Through cooperation and communication among the staff, the cottage life program became one of the most relevant components of the student's experience in the ABE program. The dignity of risk with the opportunity to make decisions before placement, led the student toward a greater potential for success.

Academic Classroom

The approach to the academic program was structured on a modification of Hewett's Engineered Classroom. In this highly structured method, the student was the center of the learning environment. Students were encouraged to progress through four levels of learning with the use of the token economy system. Major areas covered in instruction were readiness skills, functional math skills, communication skills, and language development skills.

The ABE Program modified Hewett's original hierarchy into the following steps: (1) beginning, (2) attention, (3) completion, and (4) mastery levels achievement. The classroom instruction in the ABE Program was organized in terms of a learning triangle. Each side represented three essential ingredients for effective teaching: (1) the selection of a suitable educational task, (2) the provision of meaningful rewards following accomplishment of that task, and (3) the maintenance of a degree of structure under the control of the teacher. (See Appendix C)

After a student experienced success at the attending level, he was then rewarded for the completion of a task. Achieving attention to and completion of a task was sometimes very difficult for students who had many previous failures in educational settings. It was only after the basic steps of the hierarchy had been attained that academic learning at the mastery level was considered to be within the grasp of the students.

The educational activities of the classroom program were geared toward the mastery of educational and pre-vocational skills. Some students required a readiness for learning before the mastery of educational skills could be attempted. A student who had previous failures with mastery skills may have shown repeated failures due to lack of motivation, lack of interest, and poor experiential background with academic tests. The Engineered Classroom framework was particularly useful for these latter students. It rewarded students for such basic learning patterns as beginning, attending, completing, and, finally, mastering a skill.

Individualized programs for each student were developed. These were prepared daily for the students in the classroom. The individualization of student's programs necessitated the use and development of many individualized instructional materials. The staff developed many self-instructional materials for students in the areas of reading and mathematics. Many of these materials were either adapted from other sources or were developed completely by the project staff to teach specific concepts. Teaching machines were also utilized to further enhance the versatility and flexibility of the classroom.

The classroom schedule was posted and students became aware of what behaviors and achievements were required for reward. Any changes that were made in the basic schedule were discussed with the students before changes were enacted, thus providing the students with an understanding as to reasons for change. Changes in the classroom usually occurred

to cause inflation or depression in the total token economy.

Subjects covered in the area of math were time, money usage, measurement, budgeting, and checking. Math was usually individualized and utilized minimum teacher instruction. A Math progression was established by project staff for individual student needs. Each student had a prescribed amount of work for each math period. Points were given for the amount of work completed and the student's level of proficiency.

The major goal of the ABF reading program was directed toward aiding students in achieving a third grade reading level. Some pupils, would never attain their level, but may be taught sight words which are necessary for community living. Reading group sessions usually centered around highly structured individualized programs utilizing techniques and methods which worked best with individual students.

The academic program had the major responsibility to instruct students in communication skills which they needed in the community setting. The program was individualized for each student and the token economy system helped to motivate them toward their highest achievement level.

The Homeliving Classroom

The homeliving classroom was also structured on a modified form of Hewett's task hierarchy with the use of the check mark and token systems. Through individualized work stations, the class covered some of the same areas as cottage living, but went into greater skill development.

The student utilized individual work stations Monday through Thursday and on Friday was exposed to some type of socialization experience. On Socialization Day, the teacher stressed doing things in groups, which helped the student learn how to work and cooperate with others.

There were a variety of stations set up which covered such skills as housekeeping, grooming, sewing, consumer education, laundry, kitchen care, leisure-social skills, and health. In order to provide more privacy for the student as he was working and to help him attend to the task, the stations were set up as individual carrels or offices. Family living dealt with the concept of self and the different roles the student would play in community and family living. The student's progress was recorded daily so that the teacher could continue to structure his daily program.

As the student entered the classroom, he completed the following procedure with assistance from the teacher when necessary.

1. Student entered classroom and was awarded five marks for acting as an adult and being well-groomed.

2. If the student began his order task immediately to the best of his ability and completed it alone, he received five marks.
3. The student went to the chart of stations and located his name.
4. The student completed the first station listed on the left of his name and then the one on the right.
5. After he determined the station he was to start with, the student got his folder which contained his point card and progress sheet, and his box, if he needed materials.
6. The teacher supplied the written lesson and tape for the cassette recorder and helped the student begin his work. If the student needed help during the twenty-minute period, he raised his hand for assistance.
7. When the student completed the lesson, the teacher gave him a post-test to see if he had acquired the information. Points were given according to work accomplished depending on each student's ability.

Because of the structure of the homeliving program, there were many good motivational factors for the student. The student looked forward to changing stations: he had his own tape recorder and ear phones: he viewed individual questions as he listened to tapes which helped him attend better: and he enjoyed accomplishing something by himself.

Vocational Education Training

The on-campus vocational training was directed by the on-campus Vocational Education Coordinator, a member of the professional staff. All new students in the program were staffed by a team comprised of ABE cottage staff, the educational program, the social services, and the Vocational Education Coordinator.

Initially, all students were scheduled for three hours of instruction each day. Work placement was determined from the staffing and was also based on the laundry, storeroom, main kitchen, pantries, (cottage kitchens), infirmary volunteer service center, canteen, education or administration building, swimming pool, cottage clothesroom, or groundkeeping.

The initial objective of the program was to assist the student and work station supervisor in making a satisfactory adjustment to each other. The Coordinator discussed with the supervisor the student's background, interpreted his abilities, limitations, and a goal for off-campus placement.

The actual on-job orientation period usually lasted from 5 to 10 days, depending upon the student's needs and characteristics. Periodic evaluations of the student were made by his supervisor and the coordinator. The evaluation assessed the student's work attitudes, work skills and personal appearance. The Coordinator was also available to advise working students about problems they encountered with their jobs.

A job specific log was started for the student once he had completed an initial orientation period; the Coordinator obtained periodic feedback on the student's progress from the supervisor, cottage personnel and his own observations. All work situations were designed to simulate as closely as possible outside community conditions.

If the student made a satisfactory adjustment to his new job, he was then considered for placement outside the institution. A recommendation was made for off-campus placement by the Vocational Education Coordinator to the ABE Cottage Team and a case conference by members of the team was called to determine appropriate community placement. (See Appendix D)

Chapter II

THE HIGGINSVILLE STATE SCHOOL & HOSPITAL BEHAVIORAL SCALE

The Behavioral Scale was a result of many attempts to identify the skills necessary for the handicapped young adult to succeed in the community. Through research, the staff discovered that a scale had been developed in Nebraska through the state office of Mental Retardation. The scale was not entirely appropriate nor applicable to the ABE Program at Higginsville. Through discussions with the staff, experimentation, and suggestions from the National Advisory Council for Project EVOLVE, the Higginsville State School and Hospital Behavioral Scale was developed.

The Behavioral Scale provided a set of objectives which were necessary for complete, independent living. However, it was only a profile of behaviors and did not in itself guarantee the success of the individual. The success of the student depended on the environment within which he was placed and the learned skills necessary for living in that environment. The staff working with him made the final decision for placement on the basis of all aspects of his development.

General Definitions for the Behavioral Scale

Behavioral Scales were checklists of essential behaviors needed to reach the goal of independent living.

Category of Scale gave a general group of behaviors under which the scale was classified. The 69 scales were grouped into seven categories.

1. Self-Management skills were those skills which the student needed to take care of himself and the place in which he lived.
2. Communication skills were those skills which the student needed to relate to other people.
3. Environmental Structuring skills were those skills which the student learned in a classroom setting to be used later in a realistic setting.
4. Environmental Access skills were those skills which a student needed to develop positive relationships with others.
5. Interpersonal Relations skills were those skills which the student needed to have a successful work experience.
6. Employment Skills were those skills which the student needed to have a successful work experience.
7. Coping Skills were those skills which the student needed to successfully meet changes in his environment. Since changes in environment take place realistically in all areas of living, the coping scale appeared in all four areas of the Behavioral Scale: cottage, homeliving and academic classes, and vocation training.

Title of the Scale stated the general behavior covered by the scale. It was a title for the observable behaviors included in the scale.

Unrealistic and Realistic Objectives

1. Unrealistic Objectives were those objectives which

a student had not attained and would be expected to attain in a period of 18 months.

2. Realistic Objectives were those objectives which a student would possibly attain in the next 18 months, or already had attained.

IBL (Initial Behavior Level) measured the behaviors which the student had learned prior to entering the program. Measuring these behaviors resulted in establishing a baseline for an individual treatment program.

BAT (Behavior Acquistion Test) was an observation to determine if a student had acquired a target objective between testing periods.

MOB (Maintenance of Behavior) was an observation to determine if the student continued to perform the behavior characteristically.

Area was the term used to indicate the divisions of the Behavioral Scale as they applied to Higginsville State School and Hospital, e.g. Cottage, Academic, Homeliving, or Vocational Training.

Objectives were those goals stated in behavioral terms in each individual scale. There were ten objectives in each scale.

1. Long Range Objectives were the final goals of the individual treatment program.

2. Intermediate Objectives were the titles of the individual scales stated in behavioral terms.

3. Target Objectives were the objectives in each individual scale.

Characteristically implied that the student performed the behavior naturally without assistance from the staff.

Observation implied watching a student to see if his behaviors met the objectives within the scale.

Current Behaviors were those behaviors which the student could currently perform characteristically.

Design of the Behavioral Scale

The scale was designed as an accountability system that provided a common set of program objectives which facilitated the students' individual treatment programs. The staff used it to focus on essential behaviors and recorded each student's progress. It pinpointed behaviors a student did and did not have, and those goals which were realistic and unrealistic. However, it did not dictate which behaviors were taught and how they were to be taught.

The graph was utilized by shading through all numbers which corresponded to behaviors that the student successfully performed. As each behavior was acquired, the corresponding number was shaded. Unrealistic objectives were marked with and X. Thus, those numbers which were left blank became target objectives of the student's individual treatment program. (See Appendix E)

OBJECTIVES OF PROJECT EVOLVE

Objective I: During the project period, project staff was to develop a workshop presentation to disseminate information and conduct training sessions on state-wide and national basis for local and state adult basic education programs.

Both a display and presentation of materials (curriculum and general program information) of Project EVOLVE were presented totally, or in part, to national and state organization meetings. (See Appendix F & G) From state and national meetings there were over 500 individuals who specifically requested additional information. As well, from tours of Higginsville State School and Hospital, referrals, and on-site visits, there were over 200 requests for information.

In order to respond to all of the requests, regional representatives were appointed at the on-site workshop, who voluntarily accepted responsibility to contact interested individuals in their region and disseminate materials and information. With their assistance, project staff replied to all requests. Dissemination was also completed through newsletters and journal articles.

Objective II: By the end of the project period, project staff completed criterion referenced tests to accompany previously and newly developed curricular packages and prepared such materials for state-wide and national dissemination.

Objective III: By the completion of the project period, project staff developed and refined piloted curricular packages and prepared them for state-wide and national dissemination.

CURRICULAR PACKAGES

Survival Word Program

This program was written for those students who were unable to read. A basic list of phrases and words was created for survival purposes. Examples: hot, cold, warning, etc.

Phonics Program

This program was written using basic phonics sounds from preprimer to third grade. It was to be used with those students who had the ability to learn to read through a phonics method.

Abstract Words Program

This program was written for those students who had difficulty learning to read abstract words as were, when, who, etc.

Time Program

This program was set up for those students who were unable to tell time. It was set up on a programmed taped format which could be used for individualized instruction.

Sight Word Program

This program was written for those students who had the motivation to learn, but did so on a recognition basis.

They did not have the ability to learn to read using a phonics approach. It was based on the Dolch Word List from preprimer through third grade.

GENERAL PROGRAM INFORMATION

Cottage Guideline Booklet

The Adult Basic Education Program was in an institutional setting, thus the need arose to develop program guidelines for the young mentally retarded adults in their cottage living units. The booklet summarized and gave details on programs used in the cottage by the staff.

Program Guidelines Booklet

This was a summary of the entire ABE Program. It included the areas of cottage living, academic and home-living classes, and vocational training experiences. Each area was developed in detail so that anyone who was interested in using this program as a model would find it useful and informative.

*Higginsville State School & Hospital Behavioral Scale

This was a set of behavioral objectives constructed to be used in the ABE Program. It gave detailed instructions on administering the Scale and setting up programs for individual residents on the basis of their performance. The objectives were intended to assist the residents in

*The Higginsville State School and Hospital Behavioral Scale was utilized as a direct guide for development, completion, and refinement of curricular packages, and thus became the criterion reference test for the objectives of the program.

preparing for community living for sheltered workshops, or for foster homes whichever applied.

The User Adopter Manual

This was a how-to book which described all the necessary components of the ABE Program for the administrator who wished to duplicate the complete program or parts of it.

Project EVOLVE Brochure

The brochure gave a brief overview of the program and included pictures of different areas of the student's living facilities.

Objective IV: During the project period, the Project Director formed and Advisory Council who selected sites for replicating and field testing the Higginsville State School and Hospital ABE Project. The information and materials to initiate the program in part or whole, with project staff's direction, was disseminated to many local, state and national institutions and programs. (See Appendix G) Field testing was to be completed at these locations, but was not completed due to the end of the project funds.

Objective V: During the project period, the Project Director contacted selected institutions within the Missouri Department of Mental Health and offered his knowledge and expertise in replicating Higginsville ABE Special Project. (See Appendix G)

CHAPTER III

IMPACT OF PROJECT EVOLVE ON PROJECT SITE

Over the last year Project EVOLVE has had a vital impact on the treatment program at the Higginsville State School and Hospital through the philosophy and the materials developed by project staff. Recent legislation dictates that each individual, regardless of his handicap, is to have a program which would meet his needs.

One of the major objectives of the project was to write a criterion referenced test to accompany the curricular packages which were refined and further developed. The Behavioral Scale is now the foundation for creating such tests, as well as, the basis for the Individual Treatment Program for the School. The Behavioral Scale provides a list of objectives, which serves as a guideline for successful placement, whether it be sheltered or totally independent. As the Scale dictates the needs of the individual through baseline data and periodic observations, the program automatically becomes goal oriented. This presents the staff with definite objectives which the individual needs to meet

There are four major programs at the School, each with major objectives which delineates one from the other. As the individual completes objectives within one program, he is moved to another area. The criteria for movement across program guidelines is based on the objectives in the Behavioral Scale.

Curriculum planning and development are also goal oriented through the use of the Scale as an objective guideline. The curricular packages were refined according to the objectives of the Scale. As the criteria for movement developed, the curriculum planning and materials were easily integrated into the various program areas.

The final and most important impact the Scale has had on the School was the line of communication which was established and which, in turn contributed to utilization of staff time through quality control. Any staff member who works with individuals knows exactly what objectives need to be met, and with curriculum planning and materials geared toward the same objectives, the staff is able to utilize time more meaningfully. As well, meetings are less time consuming and provide a common base for teachers to communicate the progress of their individual students.

In addition to the Behavioral Scale's influence on the treatment program, a resource team (the former EVOLVE curriculum team) has been formed to provide the following services to the staff:

1. To assist teachers in class organization and structure, teaching techniques, and developing curriculum;
2. to assist in making arrangements and developing guidelines for group projects and student activities;
3. to screen commercial materials and make recommendations for ordering of materials;
4. to maintain a file of teaching ideas and materials;
5. to assist teachers in coordination of programs between areas;
6. to assist in development of curriculum and programs as the need arises for the overall program.

Finally, the position of Program Coordinator has been created for each of the various program areas. The responsibilities of the Coordinator includes in-service and assistance in using the Behavioral Scale, writing programs for groups and classes within the guidelines of the objectives for the staff, and developing behavioral management programs with regard to the individual treatment programs. As well, the Coordinator attends all meetings which involve any of the students in his area.

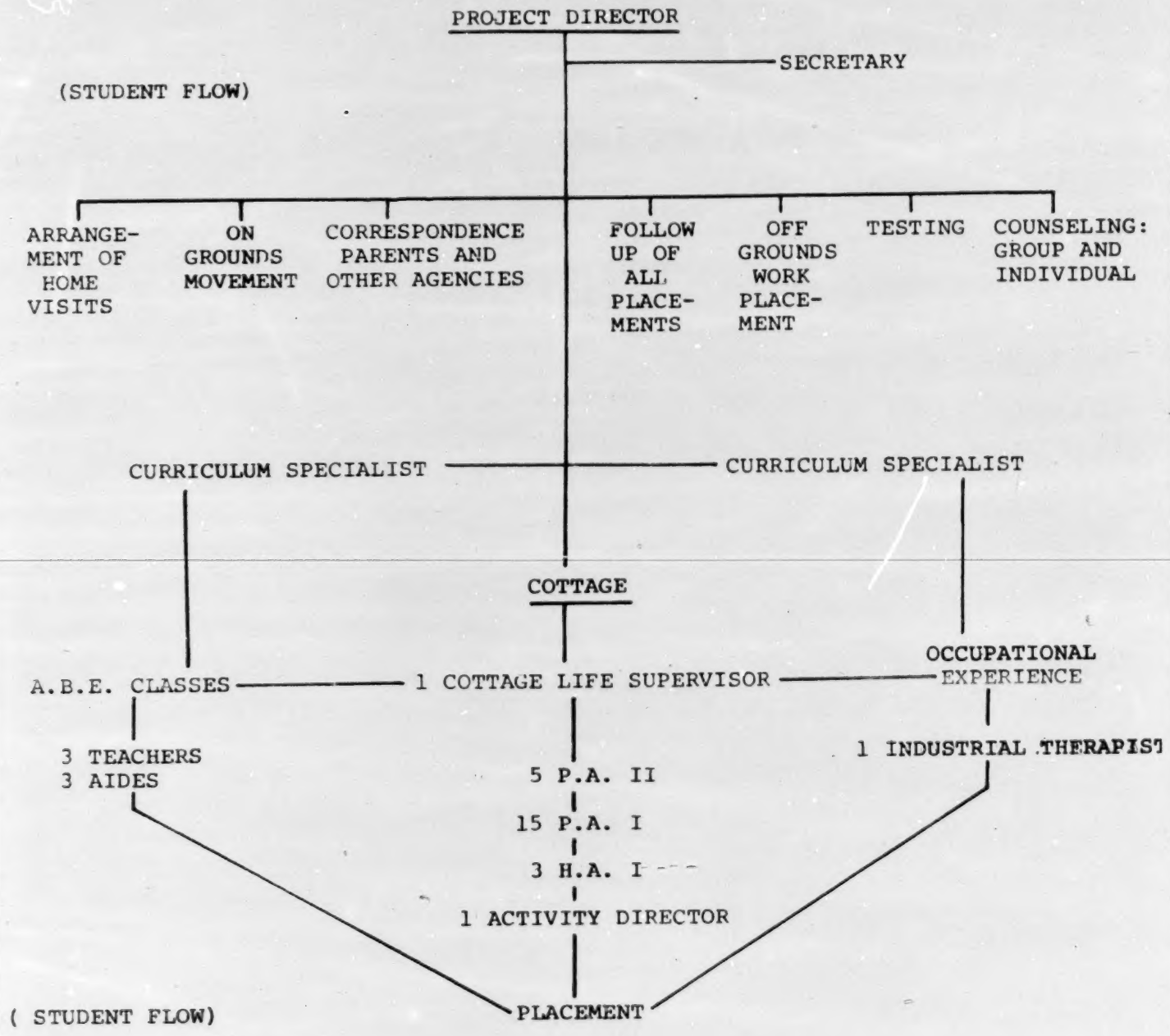
One of major goals of Project EVOLVE was to integrate the philosophy with the treatment program at Higginsville State School and Hospital. With this accomplished, the project has come to a successful close.

Appendix A

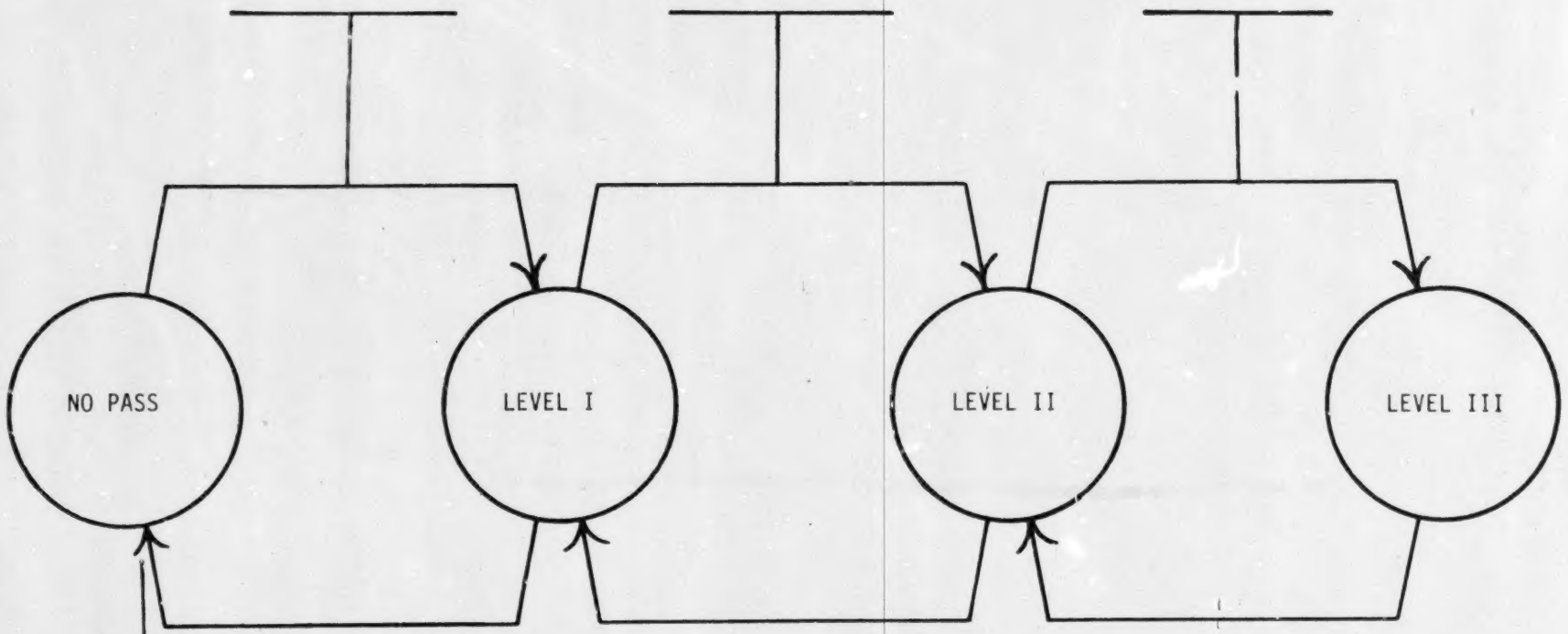
MANAGEMENT AND ORGANIZATION

1. Organizational Chart

EVOLVE ORGANIZATION CHART

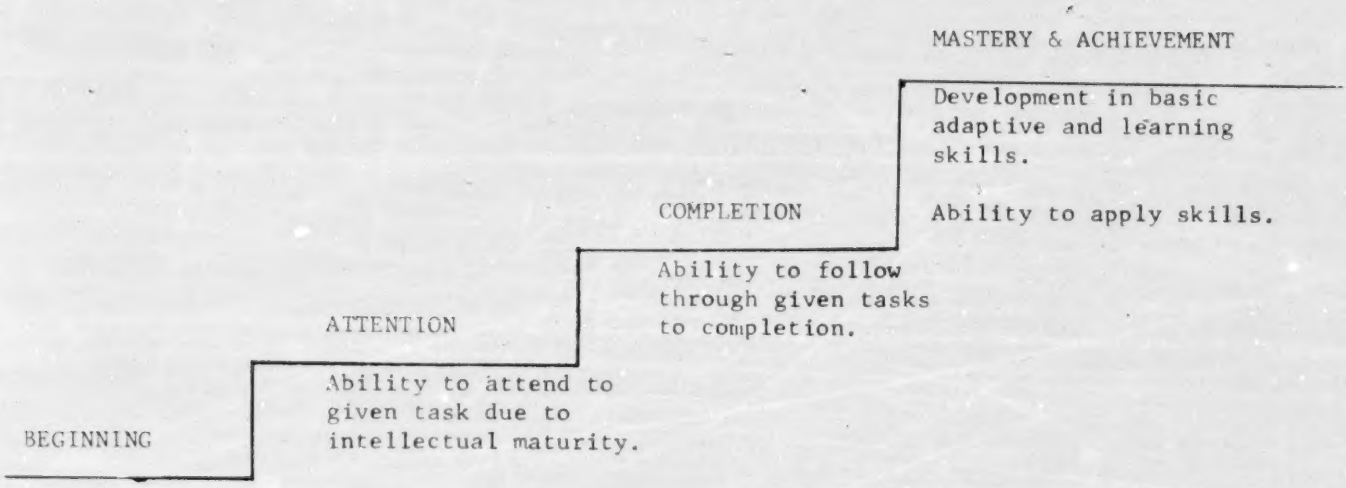


Appendix B

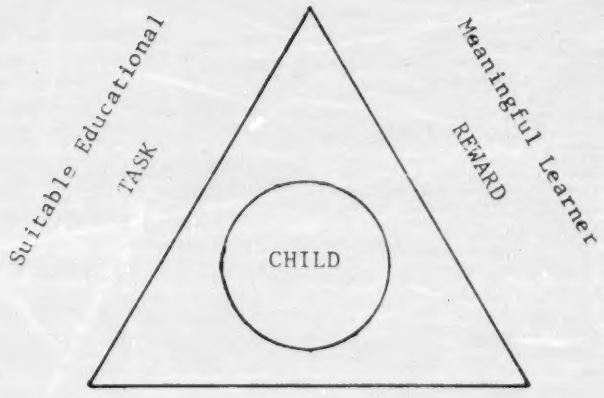

At the NO PASS status the student will remain on the cottage for:
3 days the first time
5 days the second time
10 days the third time
1. Student has performed satisfactorily at level I for one week
2. Student has been off of welfare for one week
3. Student has not been fined for one week
1. Student has performed successfully at Level II for one month
2. Student has not been on welfare for one month
NO PASS
LEVEL I
LEVEL II
LEVEL III
1. Not reporting to school
2. Not reporting to job assignments
3. Student being found in any areas that is not on the way to or from school or job assignment
1. Not reporting to school
2. Not reporting to job assignment
3. Exceeding 15 min. maximum use of canteen privileges
4. Any inappropriate behavior fine at any off cottage activity or school
5. Being placed on welfare
1. Not reporting to school
2. Not reporting to job assignment
3. Any inappropriate behavior fine
4. Being placed on welfare
5. Improper sign-in-out
6. Not being in area student has designated on sign-out sheets
LOSS OF ANY LEVEL TO THE NO PASS STATUS:
1. Running Away
2. Abuse of co-ed activities

Appendix C

TASK HIERARCHY


MASTERY & ACHIEVEMENT
Development in basic adaptive and learning skills.
COMPLETION
Ability to apply skills.
Ability to follow through given tasks to completion.
ATTENTION
Ability to attend to given task due to intellectual maturity.
BEGINNING

LEARNING TRIANGLE (HEWETT, 1967)



HIGGINSVILLE STATE SCHOOL & HOSPITAL
BEHAVIORAL SCALE

NAME _____ AREA Cottage

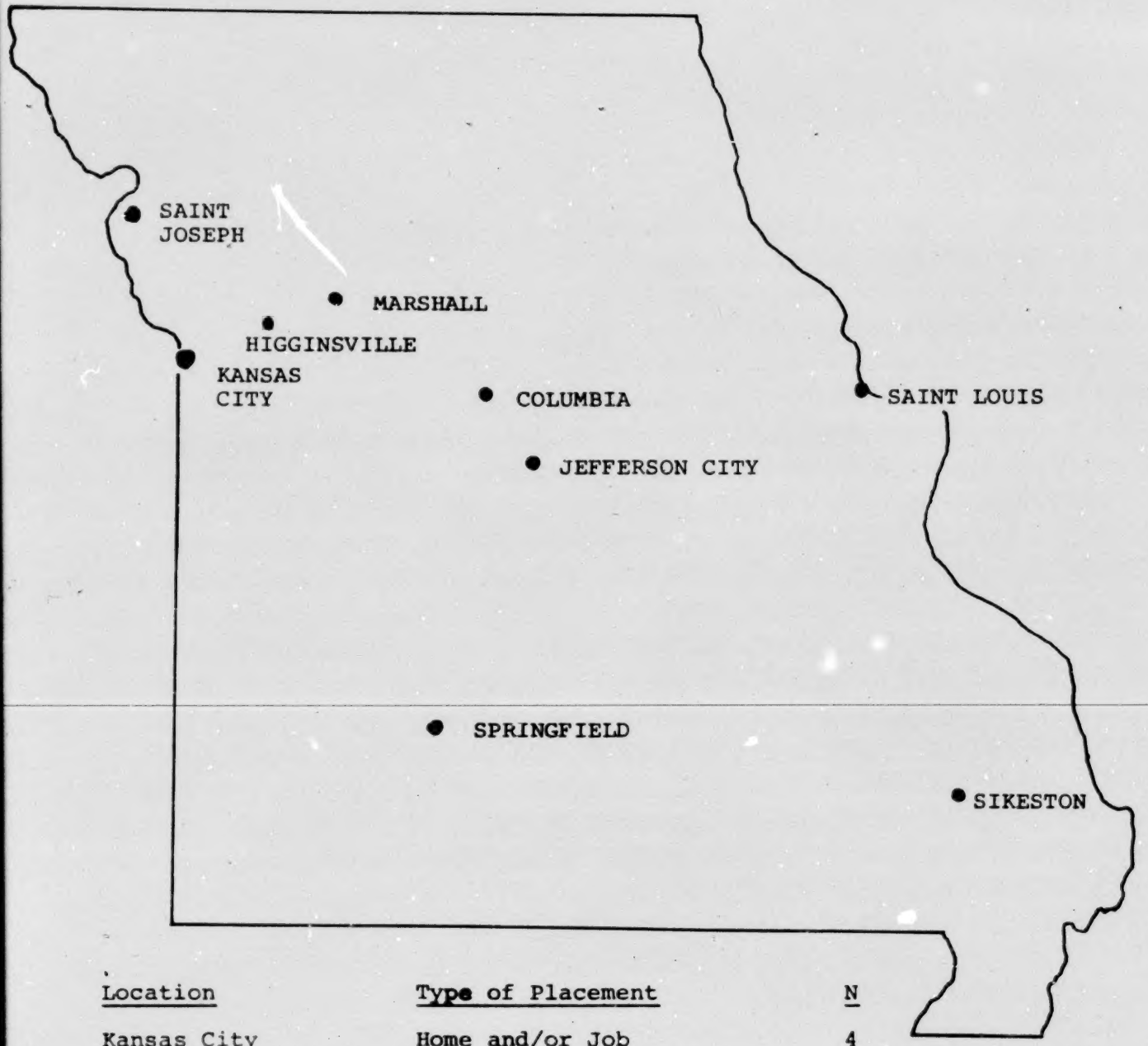
INTERPERSONAL RELATIONS
21. Care and Sharing of Property

DATES TESTED _____

Objective Unreal	Objective Real	Objectives	IBL	BAT	MOB
		1. Identifies verbally his own property and does not identify any property of others as his own.			
		2. Identifies nonverbally his own property and does not identify any property of others as his own.			
		3. Puts own possessions away when finished with them, if reminded.			
		4. Puts own possessions away when finished with them.			
		5. Uses property without damaging it.			
		6. Neatly puts property away where it belongs when finished.			
		7. Agrees to share property with others when asked.			
		8. Agrees to share property with others on own initiative.			
		9. Explains politely that the item has special value to him and cannot share it. Shares only with persons known and trusted if item has sentimental or significant value.			
		10. Asks owner's permission to borrow property without being reminded and returns soon after finished with it. Does not take if in use or denied permission and politely accepts denial of permission.			

Appendix E

STUDENT PLACEMENT MAP



Location	Type of Placement	N
Kansas City	Home and/or Job	4
	Workshop	4
	Family Care	1
	Vocational Rehabilitation	4
Sikeston	Workshops and Foster Homes	12
Marshall	Voc. Rehab. for Training	29
Other locations (scattered throughout state)	varied	38
	Total Placements	92

Appendix F

Local, State and National Meetings

**Oct.	'73	National Conference on Adult Education, Dallas, Texas
*Nov.	'73	Missouri State Teacher's Association & Institutional Education Association, St. Louis, Missouri
Nov.	'73	Adult Basic Education Seminar, Kansas State University
Dec.	'73	Council for Exceptional Children, Rolla, Missouri
Jan.	'74	Community Relations Conference, St. Louis State Hospital
Feb.	'74	American Assn. for the Mentally Deficient, Jefferson City, Missouri
Feb.	'74	"Juvenile Offenders" Conference, Higginsville, Missouri
**Feb.	'74	Atlanta Behavior Modification Workshop, Atlanta, Georgia
March	'74	Workshop: Partners in Progress, Jefferson City, Missouri
March	'74	Superintendent's Meeting for the Department of Mental Health, Higginsville State School and Hospital
*March	'74	Central Missouri Teachers Association, Warrensburg, Missouri
**April	'74	Adult Basic Education Convention, Louisville, Kentucky
**April	'74	Council for Exceptional Children, New York, N.Y.
April	'74	Leadership Conference, Columbia, Missouri
April	'74	Workshop: Instructional Materials Center, University of Missouri Columbia, Mo.
**April	'74	Project EVOLVE Workshop, Higginsville, Missouri
*May	'74	Institutional Education Association, Jefferson City, Missouri
**May	'74	Discovery '74 Conference, Washington, D.C.
*May	'74	Governor's Advisory Council, Jefferson City, Missouri
**May	'74	Director of ABE Staff Development Center, Kansas City, Missouri
June	'74	South-Central Conference on Deaf-Blind, Dallas, Texas

** National Meetings
* State Meetings
Local Meetings

Appendix G

SUMMARY OF DISSEMINATION

State of Missouri

Regional Diagnostic Centers

Albany Regional Diagnostic Center
Hannibal Regional Diagnostic Center
Joplin Regional Diagnostic Center
Kansas City Regional Diagnostic Center
Kirksville Regional Diagnostic Center
Poplar Bluff Regional Diagnostic Center
Rolla Regional Diagnostic Center
Sikeston Regional Diagnostic Center
Springfield Regional Diagnostic Center
St. Louis Regional Diagnostic Center

State Hospitals

Farmington State Hospital
Fulton State Hospital
St. Joseph State Hospital
Nevada State Hospital
St. Louis State Hospital

State Schools & Hospitals

Marshall State School & Hospital
St. Louis State School & Hospital

Universities--Instructional Materials Centers

University of Missouri
Central Missouri State University
University of Minnesota

Adult Basic Education Programs

Adult Basic Education Program
Carthage, Missouri

National Dissemination

Adult Basic Education Teacher Training Projects
Rocky Mountain Instructional Materials Center, Greely, Colorado
National Multi-Media Center, Montclair State College, Upper Montclair, N.J.
The Right to Read Program, Dardanelle, Arkansas
Department of Corrections, Hartford, Connecticut